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ABSTRACT

This module is the first in a curriculum development component. It is designed to enable prospective teachers to develop curricula for delinquency prone youth. The prospective teacher is presented with an overview of learning theory after an exploration of delinquency causation providing him/her with greater insight as a basis for curriculum planning. The module itself includes steps for completing the module, a preassessment, a description of enabling elements, a postassessment, and a remediation. There is also a bibliography. (PB)

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UNIVERSITY OF SOUTHERN CALIFORNIA
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Component: Curriculum Development:
Strategies for Change
CD 001. (UGC-6)

Module: Delinquency: Counselor, Learning
and Curriculum
CD 001.01 (UGC-6)

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PROSPECTUS

DELINQUENCY: CAUSATION, LEARNING, AND CURRICULUM

Perspective:

The purpose of the curricular approach to training teachers is to prepare competent writers of curriculum to serve the highly mobile delinquency prone youth. Such youths make special requirements of those who would change the lives of delinquents by reaching them through the vehicle of education. These preliminary diverse experiences serve as a period of exploration of and inquiry into the prospective teacher, the delinquent prone youth, the forces that determine these lives, and their implications for curriculum planning. Such background can be effectively provided by immersing the prospective teacher in experiences which enable him to become directly involved in the delinquent's school and life. Further, the intern can benefit from being given experiences similar to those which cause youths to fail in school and turn to delinquency. By conducting an overview of learning theory after exploration of delinquency causation, the prospective teacher is further provided with keener insight as a basis for curriculum planning. The fusion of these elements allows for a period of exploration into the nature of the problem presented in planning curriculum for the preparation of teachers of the highly mobile, troubled youth.

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Objective:

Terminal Objectives:

1. After making a laboratory and a field study of the causes of juvenile delinquency, the prospective teacher will prepare a chart which will graphically represent the interaction of factors of situation, personality, background, and education which, when intersected, result in the label, "delinquent youth."

2. During an exploratory experience re learning theories and an experience in tutoring a delinquency prone youth, the prospective teacher will make entries in a log indicating increasingly accurate application of theory to practice.

3. During an experience in tutoring a delinquency prone youth, the prospective teacher will effectively apply 75 percent of the learning theories he has researched. Further, his tutee's performance will improve in the target subject to be judged by the intern and his supervising teacher.

4. After having researched the areas of delinquency causation, learning theory, and curriculum planning, the prospective teacher will identify and prioritize the learning modules of this component which are appropriate for him as a prospective teacher of delinquency prone youths.

5. After having identified and prioritized the learning modules of this component which are appropriate for a prospective teacher of delinquency prone youth, the prospective teacher will choose (from among his peers) members to sit on

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a Curriculum Committee whose function it will be to a) facilitate feedback re curricula, b) perform on-going evaluations of curricula, c) generate new curricula, d) provide for discrepancy evaluation and regeneration of curricula, and e) to evaluate prospective teachers' successes described in the Post Assessment in undertaking this module.

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5. To evaluate prospective teacher's success (as described in the Post Assessment) in undertaking this module.

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Post Assessment:

Each team member will meet with his team, the curriculum committee, his supervising teacher, and a consultant to evaluate his progress vis a vis the Terminal Objectives. This group will, as a team, evaluate the prospective teacher's development as follows:

01.13.1 Knowledge:

01.13.1.1 Sample entries from the intern's log will be selected by the team leader and read to the group, which will, in open discussion, evaluate the intern's cognitive and affective development.

01.13.1.2 The intern will present the chart described in Terminal Objective, Number 1. The group will, in open discussion, evaluate the findings indicated on the chart.

01.13.2 Performance:

The Team Leader and Supervising Teacher will present a video tape of the tutorial project described in 01.7.6. This teaching performance will be evaluated by the group in open discussion.

01.13.3 Product:

A summary of the prospective teacher's effect on his tutee's cognitive and affective development will be presented by the Supervising Teacher.

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These effects will be evaluated by the group in open discussion.

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Remediation:

The group conducting the Post Assessment will prescribe any remediation they feel is appropriate. This remediation can involve returning to appropriate enabling activities of this module, or undertaking new activities not included as a part of this module.

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